Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Africa Research Paper Total: \_\_\_\_/100**

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|  | **Exemplary****4 points per criteria** | **Approaching Standard****2 points per criteria** | **Needs Work****0-1 points per criteria** |
| **Introduction*** Hook
* Background

**Thesis/Claim*** Complex
* Argument
* Specific argument
 | \_\_\_ Inviting and creative **hook**, draws the reader in; clearly connects to content\_\_\_ Brief but clear **background** info helps reader understand Main Thesis\_\_\_ **Clearly** written, unique argument; **debatable**\_\_\_ **Specific and well thought-out**\_\_\_ **Complex**: clearly answers the *why*? or *how?**\_\_\_* Contains a clear ***So What****?*\_\_\_ Thesis statement clearly answers prompt | \_\_\_ Hook is inappropriate, or confusing; hook does not clearly connect to content of paper\_\_\_ Background is scanty or too long; info does not relate clearly or help us understand the Main Thesis\_\_\_ Thesis is not clearly written, or is formulaic\_\_\_ Thesis is not specific\_\_\_ Thesis lacks complexity\_\_\_ So What is unclear, vague or unconnected\_\_\_ Thesis statement partialy answers prompt | \_\_\_ Lacks a hook; hook is confusing and lacks an attempt to connect to content\_\_\_ Background is lacking, unclear, or missing\_\_\_ Thesis is not an argument\_\_\_ Argument is not specific \_\_\_ Thesis lacks complexity\_\_\_Lacks a So What aspect\_\_\_ Thesis fails to address prompt |
| **Support*** Body Thesis
* Evidence
* Explanation/ Analysis
* Connection to Main Thesis
 | \_\_\_ Clearly written supporting arguments (**body theses**) relate to the argument/main thesis (Includes one clear **concession and rebuttal** of another argument\_\_\_ Uses powerful and diverse **evidence** (events, quotes, statistics, treaties, laws…).\_\_\_Strong and **clear analysis** connects evidence to body thesis \_\_\_Makes clear arguments that **connect evidence and body thesis to main argument** | \_\_\_ Body Thesis poorly written, unclear, or not connected to argument; missing body thesis (concession/rebuttal is unclear)\_\_\_ Body paragraphs use 6-7 pieces of evidence.\_\_\_ Attempts to prove thesis; most info links to thesis focus; Support lacks sufficient specific details; \_\_\_ Analysis of evidence is not clear/thorough or lacks purpose (may be just a repetition or restatement of facts) | \_\_\_ Body Thesis is not an argument, poorly written, or does not address main thesis; Concession/Rebuttal is missing\_\_\_ 0-5 pieces of evidence; very limited support; \_\_\_ Analysis is uclear or missing: analysis consists of repeating facts or quotes in your own words.\_\_\_ Fails to prove body thesis; Info has little or no focus |
| **Conclusion*** Restate Main Thesis
* Summarize evidence
* Parting shot
 | \_\_\_ **Restates Main Claim** in interesting new way\_\_\_ Summarizes **supporting arguments**, connects to Main Thesis*\_\_\_* Clear and creative **parting shot** shows the relevance of argument and ideas. | \_\_\_ Restatement of Main Thesis is not clear, simply repeats main thesis. \_\_\_ Summary of supporting arguments fails to connect to main thesis\_\_\_ Parting shot is confusing or poorly written | \_\_\_ Fails to review claims (main/supporting) \_\_\_ Incompletely summarizes supporting arguments; lacks clarity or introduces new arguments\_\_\_ Lacks a parting shot |
| **Style and Organization** | \_\_\_ Words convey message **clearly** and precisely; **strong word choice; maintains formal tone throughout paper.**\_\_\_ Sentences well built w/ **strong/varied structure**; no run-ons or fragments\_\_\_ **Paragraphing** sound & reinforces the organizational structure\_\_\_ Uses **creative/appropriate transitions** between thoughts, sentences, and paragraphs  | \_\_\_ Some problems with word choice, wordiness\_\_\_ Sentences have some variety; lack fluency; some problems with construction\_\_\_ Paragraphing is attempted but may run together or have incorrect breaks\_\_\_ At times unclear how sentences, thoughts & ¶s interrelate; formulaic transitions | \_\_\_ Limited or generic vocabulary; poor/repetive use of words; too informal.\_\_\_ Sentences tend to be awkward, incomplete, formulaic, and/or lack variation \_\_\_ Paragraphing missing/irregular or has no clear structure\_\_\_ Missing or inappropriate transitions |
| **Conventions** | \_\_\_ Grammar, usage, and spelling correct\_\_\_ Punctuation accurate | \_\_\_ Grammar, usage, and/or spelling error(s).\_\_\_ Punctuation almost entirely accurate | \_\_\_ Many grammar/usage errors \_\_\_ Punctuation often missing or incorrect  |
| **MLA Format** | \_\_\_ 1" margins; 12 pt., TNR font; **double-spaced**\_\_\_ Creative **title** and correctly-formatted heading & header | \_\_\_ Errors in margins, font, & spacing\_\_\_ errors in title, heading, & running header | \_\_\_ Many errors in margins, font, & spacing\_\_\_ Many errors in title, heading, & header |
| **Sources** | \_\_\_ Cites sources properly; **includes at least 4 sources**.\_\_\_ Contains 2 Print Sources\_\_\_ Uses citations always when needed | \_\_\_ Citation of sources sometimes incorrect\_\_\_ Contains 1 print source \_\_\_ Uses citations usually when needed | \_\_\_ Citations are completely incorrect\_\_\_ Missing most needed citations\_\_\_ No print sources present |

***Points will be lost for: Inaccurate facts, spelling and grammar errors, bias, informal tone, lack of clarity, failure to adhere to MLA format, and the existence of run-on or poorly constructed sentences.***